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ABSTRACT

The criteria of excellence outlined in this book have been organized according to the following five components, identified as essential for effective reading programs: school and community commitment, staff and staff development, the learning environment, program development and implementation, and instructional materials. For each of the components, a rating scale and a list of criteria are provided. An appendix contains both sample worksheets and summary sheets for a profile chart, the strengths of the program, the areas in need of improvement, and the priorities. (JM)

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Tennessee Criteria of Excellence in Reading

The Right To Read In Tennessee

Tennessee State Department of Education
Sam H. Ingram, Commissioner / 1975

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INTRODUCTION

The Tennessee Criteria of Excellence in Reading consists of a list of the elements essential to a well-planned comprehensive reading program. It is not a list of commandments to be strictly enforced or or arbitrary standards to be imposed by any outside agency upon a school system or school.

The five components which have been identified as essential for effective reading programs are

1. SCHOOL AND COMMUNITY COMMITMENT
2. STAFF AND STAFF DEVELOPMENT
3. THE LEARNING ENVIRONMENT
4. PROGRAM DEVELOPMENT AND IMPLEMENTATION
5. INSTRUCTIONAL MATERIALS

The Tennessee Criteria of Excellence in Reading has therefore been organized into five sections, each section containing the criteria that fall within one component. In addition, a rating sheet is included in each section to be used as a guide in determining the extent to which a program meets each criterion.

Conditions vary from school system to school system and from school to school within the system. These criteria, however, are applicable to the program of any system and school committed to achieving a program of high quality. Each system should determine, on the basis of local conditions, needs, capabilities and desires, the best ways of using The Criteria of Excellence to improve its current reading program.

The Tennessee Criteria of Excellence in Reading can serve many purposes. The following list indicates some of the ways it can be profitably used.

* The Criteria of Excellence can be used in the evaluation of a current program.

* It should reveal strong components upon which even stronger programs can be built.

* It can provide a means of establishing the extent of program development in a form which can be presented to the profession and the public.

* It may also be used to identify reading programs which possess outstanding processes, methods, and strategies.

* The Criteria can serve as a guide for study and discussion on the state, district, local, and school level in developing the concept of a comprehensive reading program which is responsive to the needs of the total population.

A list of criteria of excellence in reading is, by its very nature, idealistic. No school or school system can expect to achieve all the criteria easily or in a short time. The criteria, however, point the direction in which efforts must be focused if substantial improvement in literacy is to be made. Although each program will reach varying degrees of attainment at different times, no one of the criteria can be neglected in the development of a comprehensive reading program. Meeting all the criteria necessitates in every school system a concerted effort on the part of those who have the responsibility or concern for eliminating illiteracy.

The Tennessee State Department of Education is indebted to Sister Rosemary Winkeljohann, Associate Director, ERIC Clearinghouse on Reading and Communication Skills, who served as consultant to the State Committee on the Criteria of Excellence. The Department is also grateful to the hundreds of educators and concerned citizens who have contributed to the development of the criteria.

The adoption of The Tennessee Criteria of Excellence in Reading reflects

a commitment to achieving a high quality of education in the State. Its use attests to a sincere determination to assure every person in Tennessee his right to opportunities for achieving the highest level of literacy which his ability and efforts permit.

COMPONENT I

SCHOOL AND COMMUNITY COMMITMENT

"We have tended to think that if we got things going right in the classroom everything else would be fine. But the individual teacher in a particular classroom can't do the job. It is what is going on in the whole system that matters, and the whole system means more than the school -- it means the entire community."

Olive S. Niles

I

SCHOOL AND COMMUNITY COMMITMENT

1. THE SCHOOL BOARD REFLECTS A COMMITMENT TO THE IMPORTANCE OF READING.

2. THE TOTAL COMMUNITY ACTIVELY CONTRIBUTES TO AND SUPPORTS THE READING PROGRAM.

3. THE EDUCATIONAL EFFORTS OF ALL SCHOOL PERSONNEL REFLECT COMMITMENT TO THE COMMON GOAL OF LITERACY.

After a thorough study of the criteria for Component I has been made and the marking of the Rating Sheet completed, the extent to which a program has moved toward meeting each of the three criteria listed above should be recorded.

1.

2.

3.

Rating Sheet for Component 1

I. SCHOOL AND COMMUNITY COMMITMENT

Rating Scale

1. Not started
2. Some progress
3. Significant progress
4. Almost achieved
5. Achieved

Criteria

(Circle One)

1. The School Board reflects a commitment to the importance of reading.

   a. Board policies make provision for a total comprehensive reading program, pre-school through adult. 1 2 3 4 5

   b. The Board of Education employs a variety of methods in introducing, explaining, and reporting the reading program to the community. 1 2 3 4 5

   c. The Board of Education provides the financial resources essential for the support of a reading program of high quality. 1 2 3 4 5

   d. The Board of Education provides adequate staff to implement the reading program. 1 2 3 4 5

2. The total community actively contributes to and supports the reading program.

   a. The community demonstrates an understanding of the varied needs for literacy of the total population and supports the objectives of the reading program focused upon those needs. 1 2 3 4 5

   b. The community has a group of trained volunteer workers for school and community reading programs. 1 2 3 4 5

   c. Various segments of the community participate in the planning, implementation, and evaluation of the reading program. 1 2 3 4 5

d. Community resources are directed toward the goal of improving school and community reading programs. 1 2 3 4 5

3. The educational efforts of all school personnel reflect commitment to the common goal of literacy.

a. The Superintendent and his staff allocate the resources, both human and material, in a manner that facilitates effective program development. 1 2 3 4 5

b. The principal makes provision for the entire staff to understand and to implement the reading curriculum. 1 2 3 4 5

c. All teachers accept the responsibility of incorporating the reading curriculum into every area of instruction. 1 2 3 4 5

(It is essential to understand that the value is not in the score achieved, but in the manner teachers and administrators use the criteria as a means of studying the total reading program to determine strategies for improvement.)

COMPONENT II

STAFF AND STAFF DEVELOPMENT

"It may very well be the case that the difficult and sometimes humane problems about schooling we all face in our day-to-day life will not be fundamentally changed until we stop looking for simple solutions."

Michael Apple

II

STAFF AND STAFF DEVELOPMENT

1. EACH SCHOOL SYSTEM HAS IN ITS EMPLOY SOMEONE WHO HAS THE RESPONSIBILITY FOR THE DEVELOPMENT, MAINTENANCE, AND COORDINATION OF A TOTAL READING PROGRAM.

2. EMPLOYMENT POLICIES INCLUDE PROVISION FOR SPECIAL CONSIDERATION OF TEACHERS AND PRINCIPALS WITH COMPETENCIES IN THE AREA OF READING.

3. AN ON-GOING PROGRAM OF STAFF DEVELOPMENT IS MAINTAINED.

After a thorough study of the criteria for Component II has been made and the marking of the Rating Sheet completed, the extent to which a program has moved toward meeting each of the three criteria listed above should be recorded.

1.

2.

3.

Rating Sheet for Component II

II. STAFF AND STAFF DEVELOPMENT

Rating Scale

1. Not started
2. Some progress
3. Significant progress
4. Almost achieved
5. Achieved

Criteria

(Circle One)

1. Each school system has in its employ someone who has the responsibility for the development, maintenance, and coordination of a total reading program.

   a. The necessary support, facilities, staff, and time are provided the person responsible for developing, maintaining, and coordinating a comprehensive reading program. 1 2 3 4 5

   b. Strategies for the coordination of all reading and language arts programs are cooperatively developed. 1 2 3 4 5

2. Employment policies include provisions for special consideration of teachers and principals with competencies in the area of reading.

   a. The Board of Education, when filling new positions, actively seeks candidates with competencies in the area of reading. 1 2 3 4 5

   b. The principal and the entire staff in each school are held responsible for developing and implementing a total reading curriculum. 1 2 3 4 5

3. An on-going program of staff development is maintained.

   a. The total staff participates in planning the in-service education program. 1 2 3 4 5

   b. Administrators and principals participate on a regular basis in in-service training concerning the reading program. 1 2 3 4 5

c. A variety of approaches to in-service training for improving teacher competency in the area of reading instruction is provided for all certified teachers. 1 2 3 4 5

d. Substitute and non-certificated staff, including teacher aides, volunteers, and auxiliary personnel, are provided appropriate in-service training. 1 2 3 4 5

e. Teachers and other staff members develop the competency to explain the goals and objectives of the reading program and the priorities assigned to them. 1 2 3 4 5

f. Teachers identify and articulate their needs for staff development. 1 2 3 4 5

g. Local school systems and the colleges and universities which prepare teachers and administrators work cooperatively in planning pre-service and in-service programs. 1 2 3 4 5

(It is essential to understand that the value is not in the score achieved, but in the manner teachers and administrators use the criteria as a means of studying the total reading program to determine strategies for improvement.)

COMPONENT III

LEARNING ENVIRONMENT

Motivation is a personal determination and an inner feeling as to what is important.

III

THE LEARNING ENVIRONMENT

1. THE SCHOOL ATMOSPHERE REFLECTS THE SIGNIFICANCE AND PLEASURE OF READING.

2. UNINTERRUPTED TIME IS SCHEDULED DAILY TO INSURE STUDENTS THE RIGHT TO DEVELOP NECESSARY SKILLS AND THE OPPORTUNITY TO READ FOR PLEASURE.

3. CREATIVE ACTIVITIES WHICH ENCOURAGE CURIOSITY, POSITIVE ATTITUDES, AND INTELLECTUAL GROWTH ARE MADE AN INTEGRAL PART OF THE PROGRAM.

4. STUDENTS ARE GIVEN OPPORTUNITIES TO DEVELOP SELF-ESTEEM THROUGH EXPERIENCING SUCCESS.

5. PARENTS ARE ENCOURAGED TO PROVIDE A POSITIVE LEARNING ENVIRONMENT AT HOME.

6. APPROPRIATE FACILITIES TO PROVIDE FOR THE COMMUNITY'S DIVERSIFIED NEEDS FOR LITERACY ARE PROVIDED.

After a thorough study of the criteria for Component III has been made and the marking of the Rating Sheet completed, the extent to which a program has moved toward meeting each of the six criteria listed above should be recorded.

1.

2.

3.

4.

5.

6.

Rating Sheet for Component III

III. THE LEARNING ENVIRONMENT

Rating Scale

1. Not started
2. Some progress
3. Significant progress
4. Almost achieved
5. Achieved

Criteria

(Circle One)

1. The school atmosphere reflects the significance and pleasure of reading.

a. Teachers evaluate, recommend, and use materials that create a learning environment to which learners can respond positively. 1 2 3 4 5

b. Each school and classroom projects a warm personal atmosphere to promote a psychologically sound learning situation. 1 2 3 4 5

c. The appearance of the entire school and the arrangement of each classroom attest to the importance and pleasure of reading. 1 2 3 4 5

d. Students are constantly surrounded with books and other materials to read for pleasure. 1 2 3 4 5

e. The library is staffed by professional and supportive personnel who are adept at nurturing within students a love of reading as well as capable of assisting them in the location and use of materials. 1 2 3 4 5

f. The school provides the learners with the opportunity to experience the world outside the school setting and to relate these experiences to the printed page. 1 2 3 4 5

2. Uninterrupted time is scheduled daily to insure students the right to develop necessary skills and the opportunity to read for pleasure.

   a. Uninterrupted time is scheduled daily for pleasure reading. 1 2 3 4 5

   b. Reading skills classes are held daily with no interruptions. 1 2 3 4 5

   c. The entire staff serve as models by regularly reading in view of the students and by commenting often on their own pleasurable reading activities. 1 2 3 4 5

3. Creative activities which encourage curiosity, positive attitudes, and intellectual growth are made an integral part of the program.

   a. In response to reading, creative activities are encouraged in every classroom. 1 2 3 4 5

   b. All teachers, whatever they teach, use intriguing ways to interest students in books and in a variety of reading materials in their areas of instruction. 1 2 3 4 5

4. Students are given opportunities to develop self-esteem through experiencing success.

   a. Activities and assignments with which students can be successful are provided in every classroom. 1 2 3 4 5

   b. Successful accomplishments are recognized and praised appropriately. 1 2 3 4 5

5. Parents are encouraged to provide a positive learning environment at home.

   a. Provisions are made for contact with parents to discuss the home environment for reading. 1 2 3 4 5

   b. Appropriate presentations and demonstrations at parent meetings reinforce the traditional lecture presentations. 1 2 3 4 5

   c. Students are encouraged to improve their home reading area with parental approval. 1 2 3 4 5

   d. Teachers set the example for students with reading centers in their own homes and classrooms. 1 2 3 4 5

6. Appropriate facilities to provide for the community's diversified needs for literacy are provided.

a. The facilities for adult learners are easily accessible and inviting in appearance. 1 2 3 4 5

b. Special efforts are made to encourage members of the community to use all library-media resources. 1 2 3 4 5

(It is essential to understand that the value is not in the score achieved, but in the manner teachers and administrators use the criteria as a means of studying the total reading program to determine strategies for improvement.)

COMPONENT IV

PROGRAM DEVELOPMENT AND IMPLEMENTATION

"Reading is the processing of language phenomena."

IV

PROGRAM DEVELOPMENT AND IMPLEMENTATION

1. COORDINATION OF ALL ADMINISTRATIVE UNITS WITHIN THE READING AND LANGUAGE ARTS PROGRAM IS EVIDENT.

2. THE EVALUATION COMPONENT OF THE READING PROGRAM PROVIDES INFORMATION NECESSARY FOR DEVELOPING AN EFFECTIVE PROGRAM.

3. A CAREFUL STUDY OF EACH LEARNER IS USED AS THE BASIS FOR MAKING DECISIONS CONCERNING METHODS OF INSTRUCTION, LEARNING TECHNIQUES, AND THE CONTENT OF HIS READING PROGRAM.

4. ALL MEMBERS OF THE STAFF HAVE DEVELOPED COMPETENCIES FOR EFFECTIVE READING INSTRUCTION.

5. THE PRE-SCHOOL COMPONENT PROVIDES FOR APPROPRIATE EXPERIENCES FOR YOUNG CHILDREN.

6. ADULTS ARE PROVIDED AMPLE OPPORTUNITIES FOR READING INSTRUCTION.

After a thorough study of the criteria for Component IV has been made and the marking of the Rating Sheet completed, the extent to which a program has moved toward meeting each of the six criteria listed above should be recorded.

1.

2.

3.

4.

5.

6.

Rating Sheet for Component IV

IV. PROGRAM DEVELOPMENT AND IMPLEMENTATION

Rating Scale

1. Not started
2. Some progress
3. Significant progress
4. Almost achieved
5. Achieved

Criteria

(Circle One)

1. Coordination of all administrative units within the reading and language arts program is evident.

   a. An Advisory Council which includes administrators, teachers, principals, representative parents, specialists, students, and special resource people in the community who can contribute has been established and meets regularly. 1 2 3 4 5

   b. A Task Force composed of representatives of all phases of the total reading program has been established in each local school system and in each school and is in operation for the specific purpose of achieving coordination. 1 2 3 4 5

   c. Policies and plans assure sufficient flexibility to allow for individualization for both academic and social development of learners. 1 2 3 4 5

   d. Decision making is based on a comprehensive needs assessment encompassing identification of school resources, adequacy of staff, staff competencies, student performance, adult and pre-school components, services for atypical learners, and strengths and weaknesses of the current program. 1 2 3 4 5

   e. The principal of each school communicates with the staff, para-professionals, and volunteers and provides coordination of the total reading program. 1 2 3 4 5

f. School personnel is kept sufficiently informed so that all members of the staff understand and can explain goals and objectives of the total reading program and the assigned priorities. 1 2 3 4 5

g. The administrative structure assures that any special program for the atypical child is coordinated closely with existing classroom instruction. 1 2 3 4 5

h. An orderly plan is used to secure teacher responses to the reading program. 1 2 3 4 5

2. The evaluation component of the reading program provides information necessary for developing an effective program.

a. Information used in evaluation of learner progress or of program effectiveness comes from not one but a variety of sources. 1 2 3 4 5

b. Information is secured through both formal and informal techniques. 1 2 3 4 5

c. A variety of normative, objective, and subjective instruments is used for evaluation. 1 2 3 4 5

d. Evaluation of the reading program is an on-going process and serves as a means of constant improvement. 1 2 3 4 5

e. In addition to administrative evaluation, each teacher develops continuous systematic self-evaluation procedures to direct and improve teaching performance. 1 2 3 4 5

f. Reading evaluation includes an assessment of the extent to which learners use the skills they possess. 1 2 3 4 5

g. Representatives of all segments of the school and community are involved when the reading program is evaluated. 1 2 3 4 5

3. A careful study of each learner is used as the basis for making decisions concerning methods of instruction, learning techniques, and content of his reading program.

a. Screening, diagnostic survey instruments, and systematic observation are used to locate each learner's major strengths and needs in language and reading growth. 1 2 3 4 5

b. The staff differentiates the levels and content of instruction in accordance with the information obtained through continuous diagnostic assessment. 1 2 3 4 5

c. Reading instruction accommodates to each student's style or mode of learning and provides for appropriate materials which promote success in learning to read. 1 2 3 4 5

d. A system is in operation that allows each learner to be taught at his own instructional level. 1 2 3 4 5

e. Each student's strengths, interests, needs, and differences are reflected in the development of his reading program. 1 2 3 4 5

f. A system has been developed for identifying learners with physical limitations which may impede learning, and all school and community resources are utilized both for screening and for treatment and/or correction. 1 2 3 4 5

4. <u>All members of the staff have developed competencies necessary for effective reading instruction.</u>

a. Instructional practices of the staff and support personnel are based upon an understanding of the nature and structure of the American English language. 1 2 3 4 5

b. Instructional practices reflect the relationship of language development and success in learning to read. 1 2 3 4 5

c. Teaching procedures demonstrate an integration of the language arts program in which all components — listening, speaking, reading, writing — support one another. 1 2 3 4 5

d. Teachers use a variety of assessment tools to determine learning styles of students, to diagnose learning strengths and problems, and to select methods and materials for instruction. 1 2 3 4 5

e. In developing the skills of reading, each learner is guided through a systematic plan of instruction. 1 2 3 4 5

f. All learners are involved in many pleasurable reading and language activities which motivate them to read. 1 2 3 4 5

g. Although a daily uninterrupted time for reading instruction may be established, the applicable reading skills are taught concurrently with content area instruction. 1 2 3 4 5

h. The learner is encouraged to use his interests and experiences as an integral part of reading. 1 2 3 4 5

i. The learner is guided to read widely and independently for his purposes. 1 2 3 4 5

j. Provisions are made for students to hear, read, and respond to appropriate literature. 1 2 3 4 5

k. The staff shows genuine concern for each learner as an individual person as evidenced by parent contacts to report positive behaviors of students. 1 2 3 4 5

l. A continuous record-keeping system of reading progress is maintained for each student. 1 2 3 4 5

m. Teachers use a reporting system designed to interpret a child's reading progress to his parents. 1 2 3 4 5

n. Teachers identify and report what they need to carry out effective reading instruction. 1 2 3 4 5

5. The pre-school component provides for appropriate experiences for young children.

a. The school works closely with parents to foster the child's readiness to learn. 1 2 3 4 5

b. The school system has a program of education for parents and other adults responsible for children, with special emphasis on parents of preschoolers. 1 2 3 4 5

c. The curriculum is designed to prepare students in secondary schools and in teacher-preparation programs to understand the nature and structure of the American English language and to become aware of appropriate ways to foster language development of children. 1 2 3 4 5

d. Parents are encouraged to read aloud to their children. 1 2 3 4 5

e. Opportunities are provided for parents to learn how to provide productive language experiences for children. 1 2 3 4 5

6. Adults are provided opportunities for reading instruction.

a. Many kinds of instructional programs are available. 1 2 3 4 5

b.	The adult component includes provisions for functional illiterates, school drop-outs, non-English-speaking persons, and those seeking to improve reading efficiency and/or to enhance personal reading enjoyment.	1 2 3 4 5
c.	Reading instruction is provided at convenient times and places.	1 2 3 4 5
d.	The school system cooperates in publicizing the Adult Basic Education program.	1 2 3 4 5
e.	The school system participates actively in efforts to locate, recruit, and encourage participants in adult programs.	1 2 3 4 5
f.	The instructional program provides for skill development in a functional, systematic, and stimulating manner.	1 2 3 4 5
g.	A wide variety of community resources are used creatively to bring enrichment and relevance to the learning experiences of adults.	1 2 3 4 5

(It is essential to understand that the value is not in the score achieved, but in the manner teachers and administrators use the criteria as a means of studying the total reading program to determine strategies for improvement.)

COMPONENT V

INSTRUCTIONAL MATERIALS

"Books, materials, and equipment are only tools and therefore do not in themselves constitute a reading program."

Tennessee State Right to Read Plan

V

INSTRUCTIONAL MATERIALS

1. THE MATERIALS OF INSTRUCTION ARE VARIED AND APPROPRIATE.

2. ADEQUATE AND APPROPRIATE READING MATERIALS IN ALL SUBJECT AREAS ARE PROVIDED.

3. THE SCHOOL SYSTEM AND/OR SCHOOL MAINTAINS A LIBRARY OF PROFESSIONAL MATERIALS.

4. LIBRARY/MEDIA CENTERS ARE AN INTEGRAL PART OF THE TOTAL READING PROGRAM.

After a thorough study of the criteria for Component V has been made and the marking of the Rating Sheet completed, the extent to which a program has moved toward meeting each of the four criteria listed above should be recorded.

1.

2.

3.

4.

Rating Sheet for Component V

V. INSTRUCTIONAL MATERIALS

Rating Scale

1. Not started
2. Some progress
3. Significant progress
4. Almost achieved
5. Achieved

Criteria

		(Circle One)
1.	The materials of instruction are varied and appropriate.	
	a. The selection of instructional materials is based upon both the developmental needs of the learner and the objectives of the reading program.	1 2 3 4 5
	b. A variety of multi-level materials for both recreational and informational reading is available to accommodate the interests and experiences of those who use them.	1 2 3 4 5
	c. Appropriate audio-visual materials are available.	1 2 3 4 5
2.	Adequate and appropriate reading materials in all subject areas are provided.	
	a. Learners have access to content materials at their own reading level.	1 2 3 4 5
	b. Teachers in content areas are involved in the selection of materials.	1 2 3 4 5
	c. Multi-level materials are readily accessible for utilization in classroom instruction.	1 2 3 4 5
3.	The school system and/or school maintains a library of professional materials.	
	a. Funds are budgeted to provide for carefully selected and frequently updated professional materials including major journals and significant texts on the teaching of reading and the language arts.	1 2 3 4 5

b. Materials for parents, para-professionals, and volunteers are included in the collection. 1 2 3 4 5

c. Materials are readily accessible and convenient for use by school personnel and parents. 1 2 3 4 5

4. Library/Media centers are an integral part of the total reading program.

a. The library/media center is adequately equipped for a reading program of high quality in each school. 1 2 3 4 5

b. The staff of the library/media center actively supports the total reading program of each school. 1 2 3 4 5

c. The library/media center complies with the requirements of the Tennessee Rules, Regulations, and Minimum Standards and meets the Standards of the Southern Association and of the American Library Association. 1 2 3 4 5

d. School personnel and the staff of public libraries work cooperatively to encourage activities which promote and enrich the school reading program. 1 2 3 4 5

e. The services and resources of public and school library-media centers are available to school and community members. 1 2 3 4 5

f. Cooperative efforts are made to encourage reading among all segments of the population and to promote the use of all library/media services. 1 2 3 4 5

(It is essential to understand that the value is not in the score achieved, but in the manner teachers and administrators use the criteria as a means of studying the total reading program to determine strategies for improvement.)

APPENDIX

SAMPLE WORKSHEETS

SAMPLE WORKSHEET

For Criteria of Excellence in Reading

Component No. _____

Criterion No. _____

_____

Criterion Components	Activities in Progress that Provide Tangible Evidence	Possible and/or Proposed Activities	Comments
a.			
b.			
c.			

SAMPLE WORKSHEET

For Criteria of Excellence in Reading

Component No. I. School and Community Commitment

Criterion No. 1. The School Board reflects a commitment to the importance of reading.

Criterion Components	Activities in Progress that Provide Tangible Evidence	Possible and/or Proposed Activities	Comments
a. Board policies make provisions for a total comprehensive reading program, pre-school through adult.			
b.			
c.			
d.			

SUMMARY SHEETS

SUMMARY SHEET A

I

SCHOOL AND COMMUNITY COMMITMENT

Poor *Excellent*

1. The school board reflects a commitment to the importance of reading. _____

2. The total community actively contributes to and supports the reading program. _____

3. The educational efforts of all school personnel reflect commitment to the common goal of literacy. _____

II

STAFF AND STAFF DEVELOPMENT

1. Each school system has in its employ someone who has the responsibility for the development, maintenance, and coordination of a total reading program. _____

2. Employment policies include provision for special consideration of teachers and principals with competencies in the area of reading. _____

3. An on-going program of staff development is maintained. _____

III

THE LEARNING ENVIRONMENT

1. The school atmosphere reflects the significance and pleasure of reading. _____

2. Uninterrupted time is scheduled daily to insure students the right to develop necessary skills and the opportunity to read for pleasure. _____

3. Creative activities which encourage curiosity, positive attitudes, and intellectual growth are made an integral part of the program. _____

4. Students are given opportunities to develop self-esteem through experiencing success. _____

5. Parents are encouraged to provide a positive learning environment at home. _____

6. Appropriate facilities to provide for the community's diversified needs for literacy are provided. _____

SUMMARY SHEET A

I

SCHOOL AND COMMUNITY COMMITMENT

Poor *Excellent*

1. The school board reflects a commitment to the importance of reading. _____

2. The total community actively contributes to and supports the reading program. _____

3. The educational efforts of all school personnel reflect commitment to the common goal of literacy. _____

II

STAFF AND STAFF DEVELOPMENT

1. Each school system has in its employ someone who has the responsibility for the development, maintenance, and coordination of a total reading program. _____

2. Employment policies include provision for special consideration of teachers and principals with competencies in the area of reading. _____

3. An on-going program of staff development is maintained. _____

III

THE LEARNING ENVIRONMENT

1. The school atmosphere reflects the significance and pleasure of reading. _____

2. Uninterrupted time is scheduled daily to insure students the right to develop necessary skills and the opportunity to read for pleasure. _____

3. Creative activities which encourage curiosity, positive attitudes, and intellectual growth are made an integral part of the program. _____

4. Students are given opportunities to develop self-esteem through experiencing success. _____

5. Parents are encouraged to provide a positive learning environment at home. _____

6. Appropriate facilities to provide for the community's diversified needs for literacy are provided. _____

SUMMARY SHEET A (Continued)

IV

PROGRAM DEVELOPMENT AND IMPLEMENTATION

	Poor — *Excellent*
Coordination of all administrative units within the reading and language arts program is evident.	
The evaluation component of the reading program provides information necessary for developing an effective program.	
A careful study of each learner is used as the basis for making decisions concerning methods of instruction, learning techniques, and the content of his reading program.	
All members of the staff have developed competencies for effective reading instruction.	
The pre-school component provides for appropriate experiences for young children.	
Adults are provided ample opportunities for reading instruction.	

V

INSTRUCTIONAL MATERIALS

The materials of instruction are varied and appropriate.	
Adequate and appropriate reading materials in all subject areas are provided.	
The school system and/or school maintains a library of professional materials.	
Library/media centers are an integral part of the total reading program.	

(After placing a dot on each line to indicate your evaluation of the degree of achievement of each criterion listed above, you can, by joining the dots, make a profile chart to show the extent to which your reading program is moving toward attainment of excellence.)

SUMMARY SHEET B

In the light of the evaluation of our program, we can identify the following strengths:

SUMMARY SHEET C

Our program evaluation indicates that areas which need improvement are as follows:

SUMMARY SHEET D

Our priorities for 1975-197- are as follows: